

En Route Learnings

Teach To The Objective

Monitor Learner Progress

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| 7.1 Can the learner apply correctly at least one of the following elements of style when performing Longways dances: precise steps, using confined space, courtesy nod and eye contact acknowledging new partner, attending to formation precision?. | As an aid to students, designate space constraints by using lines already in place on the floor.
- Students must be "coached" for precise footwork, formations and courtesy motions. | Does the learner correctly apply at least one of the designated style elements in performing Longways dances? |
| 7.2 Can the learner apply correctly at least one element of style when performing American Square dances and Big Circle dances: open lifted torso and head; gliding walk or easy "run" so body level in space does not change appreciably; alertness to caller's cues (i.e. listening, not talking among dancers); sensitivity to maintaining figures and group spatial design throughout the dancing? | - Students must be "coached" for each of these items. The first item to be accomplished is to listen to caller's cues. The last to be accomplished is likely to be the open, lifted torso. | Does the learner correctly apply at least one of the designated style elements in performing American Square Dances and Big Circle dances? |

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7.3 Can the learner apply at least one element of style correctly when performing Novelty dances: uplifted carriage; sense of eagerness to participate; alert with ready feet; awareness of the fun element within a simple and fast moving dance; eagerness to help a fellow dancer who gets confused?

- Students must be "coached" for each of these items. The easiest of these is the fun element, due to the nature of the dances it's almost innate.

Does the learner correctly apply at least one of the designated style elements in performing Novelty dances?

7.4 Can the learner apply at least one of the following element of style when performing dances of the British Isles (England, Scotland, Ireland): clear, precise footwork; very erect carriage; arms held low and close to the sides of the body; maintaining accurate space use within the confines demanded by each dance?

- Students must be "coached" for each of these items. Footwork should be "coached" for first, with the carriage of the arms and torso following very soon. The space orientation adopted because the dance demands specific spatial patterns. "Flirtatious"= following your partner with your gaze-intensely, following your partner so closely that you snap the head quickly.

Does the learner correctly apply at least one of the designated style elements when performing dances of the British Isles?

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7.5 Can the learner apply at least one of the following element of style when performing Latin dances: subtle and "flirtatious" eye contact; strong solo dancing for male and female parts (when called for in dance); smooth flow of movement even in vigorous, fast steps?

Students must be "coached" for each of these items. The most difficult is the flirtatious style. When giving cues for this style, eliminate the use of the word "flirtatious" if it seems inappropriate for the maturity of your learners. "Flirtatious"= following your partner with your gaze-intensely, snapping your head around quickly as you follow your partner's eyes.

Does the learner correctly apply at least one of the designated style elements when performing dances of the Latin origin?

7.6 Can the learner apply at least one of the following element of style when performing Northern European dances: precise rhythm; clear and vigorous elevation; strong, vigorous leg work by male dancers?

Students must be "coached" for each of these items. Precise rhythm and footwork should have priority.

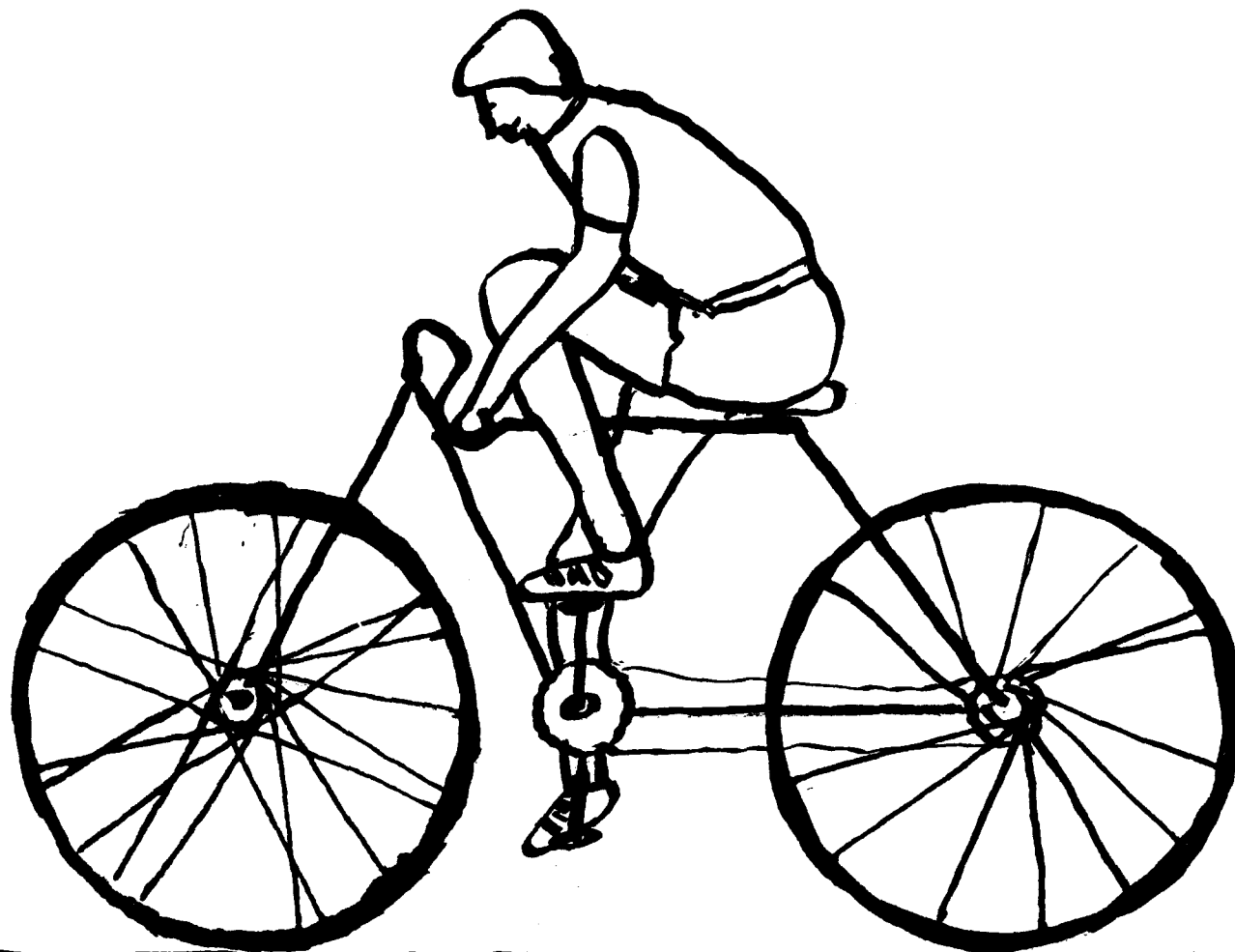
Does the learner correctly apply at least one of the designated style elements when performing dances of Northern Europe?

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| 7.7 | Can the learner apply at least one of the following element of style when performing dances of the Middle East: use of knee flexion so there is a "softness" to weight transfer; appropriate head and shoulder twisting with footwork and direction of travel changes; smooth, subtle motions/vigorous energized movement as appropriate for specific dances? | Students must be "coached" for each of these items. "Soft knee" should come first, quickly followed by ability to show differences in smooth, subtle and vigorous aspects within the same dance. | Does the learner correctly apply at least one of the designated style elements when performing dances of the Middle East? |
| 7.8 | Can the learner apply at least one of the following element of style when performing dances of Africa, Near East, Pacific Islands and Central /South America? | Selection and coaching of these dances and their style elements is dependent upon the teacher's familiarity with any or all of the geographical areas identified. | Does the learner correctly apply at least one style element when performing dances of Africa, Near East, Pacific Islands and Central/ South America? |



Grade/Level: Third

Concept/Activity: Educational Sport/Object Manipulation - Soccer

Objectives: The learner will be able to:

- G.3.18. Dribble and pass to a stationary partner showing a good transition between the dribble and the pass.
- G.3.19. Maneuver to collect/stop a ball kicked for a goal.
- G.3.20. Pass the ball ahead of a moving partner (eight to ten feet away) so that the partner does not have to stop to receive the ball.
- G.3.21. Dribble, drive to wall, collect and repeat pattern alone and with partner.

EQUIPMENT: Slightly underinflated ball soccer size, targets or obstacles used for goals - one per learners.

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3.18 Can the learner dribble and change smoothly from dribbling to a pass to a stationary receiver?

Dribble with control by dribbling the ball in and thru a variety of obstacles.

Dribble to an area then pass the ball to the target.

Dribble, then smoothly pass the ball to a partner.

Each of these specific soccer skills should be presented in a manner which allows for an effective explanation (definition, example, modeling, and process), and a lot of guided practice. The practice should move from individuals working alone, to partner work, and to game-like settings with two to six players. These game-like settings may vary in many ways: they may be competitive or cooperative; they be based on a drill formation (give it a name - make it a game) or on a traditional game (Follow the Leader, Dodgeball); they may be teacher and/or student designed or adapted. They all must allow extended opportunities for each learner to practice the specific skills(s) being learned and to receive feedback on their performance.

A variety of balls, which are soccer size or smaller and which are slightly deflated should be available to the learners. Learners enjoy opportunities to improve ball handling skill and to design challenges for each other. Practice time for "juggling" the ball on body parts (knees, feet, thighs, etc.) can be a part of each lesson.

Does the learner demonstrate the ability to dribble and pass to a stationary receiver, with control, three out of five trials?

In kicking to targets, the distance from the target and the width of that target should be adjusted on an individual basis to provide appropriate challenge and success for each learner. Partners may practice without a wall by facing each other and establishing a goal between them. Adaptations in such factors as the distance from the goal, the width of the goal, the angle of the drive, etc. may be used to add challenge or simplify the task.

3.19 Can the learner maneuver to stop a ball kicked for a goal?

Work with a partner who will kick a ball toward the goal area while the learner defends the goal.

Use the foot trap to stop a ball rolled toward the learner.

Use a shin trap to stop a ball rolled toward the learner.

Work with a partner to defend a goal by stopping the ball with either a foot or shin trap.

Provide model for foot trap emphasizing for learner to watch the ball and control the ball with the sole of the foot. Initial practice should be close with accurately rolled balls. As skill develops, model necessary body maneuvering to move to a ball rolled to either side. Repeat practice with rolled ball. Follow the same practice sequence for teaching shin trap.

Practice in maneuvering in relation to the ball may be gained in games like Kick Pin (four to six players in a circle attempting to kick a ball and knock over a pin being guarded by another player. Teacher controls rotation of position so that all have opportunity to practice equally in center position.

Does the learner maneuver into position to stop a ball kicked to a goal for fifteen to twenty feet in three out of five trials?

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3.20 Can the learner use an inside-of-foot kick and an instep kick to send a leading pass to a moving receiver?

Initial practice in receiving on the move should be done by receiving an accurately rolled ball. As partners begin to work together, the ball should be passed to a target ahead of the receiver who can then "run into the ball". Gradually the runner and the target should be brought closer.

Does the learner demonstrate the ability to use inside-of-foot kick and an instep kick to pass to a moving receiver three out of five trials?

Use inside-of-foot kick to pass the ball to the target.

Use instep kick to pass the ball to a partner.

Pass the ball back and forth to a partner using inside-of-foot and instep kicks and shin or foot traps.

Work with a partner to receive a ball on the move and control it without losing momentum?

Pass to a partner using a leading pass.

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3.21 Can the learner dribble, kick to wall, collect and repeat pattern both alone and with a partner?

Individual practice may be gained by dribbling and passing to a target. Partners may adjust their distance for the pass and the length of the dribble before the pass. Follow the Leader (groups of three to five, each player with a ball) is a good activity to practice ball control while keeping an eye on another player.

Does the learner demonstrate the ability to dribble, kick to the wall, collect and repeat pattern alone and with partner in three out of five trials?

Dribble with control through obstacles.

Dribble to this area then use an instep kick (preferred foot) to drive the ball to the wall target.

Work with a partner using a foot trap and a shin trap to stop and control a ball when it is passed.

Dribble to an area then pass to the wall, move in and collect the ball then dribble back to the starting line.

This practice may also be in a triangle formation with three players on corners working to pass with control and use foot or shin trap to stop and control the ball before it is passed to next player. As players gain control, a fourth players made be added in the middle who is trying to "steal" the passes. Players should be about fifteen to twenty feet apart.

One partner will dribble and pass to the wall while the other will collect the ball, dribble back to the starting line and then repeat the skill. Partners work together and alternate turns.

Grade/Level: Fourth

Concept/Activity: Educational Sport/Object Manipulation - Soccer

Objectives: The learner will be able to:

G.4.15. Travel the width of a soccer field with a partner by dribbling and passing in a smooth fashion.

G.4.16. Take the ball away from an approaching player by using a legal tackle.

G.4.17. Work on offense and defense in a two-on-two setting to attack and defend a goal.

EQUIPMENT: Slightly underinflated jr. soccer size balls, cones or other markers.

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4.15 Can the learner work with a partner to alternately dribble and pass with smooth transitions?

Dribble the width of a soccer field while using both the inside of the foot and the outside of the foot dribble.

With a partner use either foot to complete an inside-of-foot kick and instep kick to complete an accurate leading pass to a moving receiver.

See Teaching Considerations Soccer Grade Three. Continue to give effective explanations of new skills along with individual, partner, and small group practice. There should be increased opportunity to use these skills in game-like settings with groups of two to six. Start with dribble/passing slowly and without obstacles. Gradually have partners increase speed and add obstacles which force a shift in focus and change in direction. Practice a Give and Go setting (Player A stands about forty-five feet from a goal, Player B about ten feet. Both begin running slowly toward goal, "A" passes ball to "B" then runs forward. "B" controls ball, then passes to "A" who is now beside or slightly ahead. "A" then attempts to shoot ball through goal. May add a third player in defensive position in front of goal).

Does the learner demonstrate the ability to alternately dribble with a partner using smooth transition for thirty seconds?

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Use accurate passes to a moving receiver using outside-of-foot kick (preferred foot) as much as possible.

Sets of cones or other markers arranged down the field can be used to encourage passing. Partners must make at least one pass in the space between cones as they travel down field. Encourage the use of outside-of-foot kick. Players may kick the ball into a "goal" when they reach the end of the field.

Moving toward a goal with a partner receive a pass and maintain your forward momentum as you move toward the goal.

4.16 Can the learner tackle an oncoming player through legal use of feet?

Use the feet and shoulders to "tackle" an oncoming player.

Practice with a partner to make legal tackles - change roles after three successful tackles.

Plan a lot of partner work with many changes of roles and partners. Start players at a slow speed and allow them to increase their speed as they gain skill and confidence. Games that provide good practice in a game-like setting include games such as: "Partner Keep Away" (one partner with a ball tries to keep it by dribbling, dodging, stopping, and pivoting. As soon as the defensive partner touches the ball, players exchange roles), and "One on Two" (two players attempt to keep the ball away from the third player. If player three touches the ball, the player who last touched it changes position. Player three may be required to execute a successful tackle instead of just touching the ball).

Does the learner legally tackle an opponent to free the ball in three out of five trials?

4.17 Can the learner work in a two-on-two setting to both defend and attack a goal?

Review goaltending skills from third grade and rotate roles in practice setting. Start off with offensive and defensive positions stabilized until told to change. Gradually work to the point of having two goals and the offensive team changes with control of the ball. Have learners determine size playing area and goals.

Does the learner defend the goal stopping an oncoming ball and controlling it, kicking it away in three of five trials?

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With a partner practice stopping an oncoming ball using foot, shin, and side-of-foot traps.

Begin with a rolled ball then shift to a less controlled kicked ball.

Does the learner work with a partner to offensively dribble, pass and shoot toward a goal?>

Does the learner respond to the shift from offense to defense and vice versa in three out of five trials?

Control an oncoming ball then kick it away.

Emphasize to learners the need to focus on each En Route task in order to gain control of their bodies and the balls as the practice these open skills so that as more players are added and the environment becomes increasingly more complex they will have developed these fundamental skills.

Work with a partner to maneuver and defend a goal by tackling, trapping, and sending the ball away.

Work with a partner to attack a goal by dribbling, passing and shooting.

Work in a two-on-two setting to attack and defend a goal.

Grade/Level: Fifth

Concept/Activity: Educational Sport/Object Manipulation - Soccer

Objectives: The learner will be able to:

- G.5.8. Use a two or three step approach and correctly punt a ball for a distance of thirty feet.
- G.5.9. Demonstrate legal execution of free kicks, penalty kicks and throw-ins in practice settings.
- G.5.10. Play the role of the goalkeeper in a two-on-one setting.
- G.5.11. Work as offense and defense in a two-on-two plus goalkeeper setting.

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5.8 Can the learner use a two or three step approach and punt the ball thirty feet?

Punt the ball from a line to target line (increasing distance from twenty to thirty feet.

Start behind a line and take two or three steps before the punt.

Continued emphasis must be on effective explanation of skills and frequent opportunities for guided practice and feedback. Sizes of groups for skill games should range from two to six.

Once initial instruction has been given, learners need the opportunity to practice without being concerned about distance, but as skill increase, the kickers need to be encouraged to kick hard. Kicking to a partner who is beyond maximum kicking distances and must therefore retrieve the ball by trapping it on the ground is good practice for both. Kicking for Distance. (Several squads of four or five players each. One squad lines up to kick and the other team is scattered in the field. Have as many squads kicking as the number of balls and space allow. Each kicker kicks three or four times depending upon number of balls available. Mark where ball lands, not rolls. Fielders may be organized to shuttle between marking, trapping and dribbling back to to kicker).

Does the learner demonstrate the ability to use a two ro three step approach to punt a ball a distance of thirty to forty feet four out of five trials?

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5.9 Can the learner execute legal free kicks and throws-ins in a practice setting?

Learners may practice skills with partners or in small groups. In game settings of three on three, use these skills in appropriate fashion. The throw-in may be practiced by requiring the throwing pattern of a throw-in other games like Dodgeball or Hit the Pin.

Does the learner use free kicks, penalty kicks, and throws-ins legally four out of five trials?

Make free kicks toward targets your partner sets up.

Make penalty kicks to the target.

Use the throw-in to hit a target set up by a partner.

Make throw-ins to your partner.

Execute each of the skills of free kicks, penalty kicks, or throw-ins in a modified game setting.

5.10 Can the learner demonstrate the defensive tactics of the goalkeeper in two-on-one setting?

Allow each learner to practice skill the goalkeeper in games like two-on-one, two-on-two or two-on-three. Review with the learners keys points of goaltending:

Does the learner demonstrate the ability to play the role of the goalkeeper in a two-on-one situation effectively in three out of five trials?

Work in a group of three to practice stopping a ball rolled by one player and clearing it out to the other player.

- 1) Defensive "ready" position in front of goal line.
- 2) Rush ball when appropriate.
- 3) Collect ball with feet or hands.
- 4) Keep goal attended and use lateral movements to cut off angles.

As goalkeeper move out to cut the angles at the goal from balls approaching from the side.

Work in a group of three with a goalie defending against two offensive players. Allow three tries at goal then rotate roles.

5.11 Can the learner work in groups of two-on-two plus goalkeepers, to alternate from offense to defense as needed in a game setting?

Players will need many opportunities to practice the swift change of roles from offense to defense in this setting. Adapt the playing area according to availability - within limits, allow players to establish own boundaries and size of goal.

Does the learner demonstrate the ability to make the transition from offense to defense (goalkeeper setting) in three out of five situations?

Work in a group of four, two-on-two, to move the ball across a goal line so that you are playing offense any time you have the ball.

Change the goal line to a goal and add two goalies in the above setting.

Grade/Level: Sixth

Concept/Activity: Educational Sport/Object Manipulation - Soccer

Objectives: The learner will be able to:

G.6.1. Use a body trap to gain control over the ball.

G.6.2. Demonstrate understanding of team positions and play by working both as offense and defense in a three-on-three (plus goalkeepers) game setting.

EQUIPMENT: Slightly underinflated soccer size balls for trapping practice, objects for marking goals (2 goals per eight students).

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6.1 Can the learner use a body trap to collect a ball and drop it to the ground?

Maneuver your body in relation to the ball.

Be sure to keep eyes on the ball as it comes toward you.

"Give" with the body as contact is made with the ball.

Work with your partner to control a tossed ball with a body trap and then dribble it away as it drops to the ground.

In a game situation (like forwards and backs) use trapping skills to gain control of the ball before you kick or dribble it.

See Teaching Considerations Grade three Soccer Skills for general setting instructions. Sizes of groups for game practice of skills should range from two to seven. Forwards and Backs is an example of a game the emphasizes trapping (Two teams with four forwards and four backs each. Field divided by a center line, each zone line. the field marked with a goal line and center zone line. Players do not leave their side of the field, forwards play only in the area between their center zone line and the center line, backs play only between their goal line and center zone line. Center forward of team A starts with a kickoff. Team "A" forwards try to kick the ball over Team "B" goal line. Players on Team "B" try to gain possession of the ball by collecting or trapping it and then kick it over their opponent's goal line. Only forwards can score a goal so backs must dribble and pass the ball to them. Use throw-in by opposite team member if ball goes over side line. Rotate positions and adjust field size as needed).

Does the learner demonstrate the ability to use a body trap to collect a ball and drop it to the ground in three out of five trials?

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6.2 Can the learner use skills and play both offense and defense in a three-on-three game setting?

Four Soccer is essentially a miniature version of soccer and uses most of the skills in a much less complex environment. The rules and the size of the playing area should be adjusted to local conditions and needs, but there should be as many games going on as possible so that all learners have opportunity for active participation.

Does the learner use the basic skills and strategies of offense and defense in a three-on three situation in three out of five trials?

Work in a two-on-two setting to play keep away.

Each team consists of two forwards, one halfback, and one goalie. If the players tend to "follow the ball" rather than play their positions, the following adjustments may be used. After kickoff, forwards must remain in opponent's half of the field and backs must remain in their own half of the field. If the players cannot manage their own game without constant teacher monitoring, then the game is too complex for their present skill or knowledge level and other forms of game like practice should be used until they are ready.

Add two players so this becomes a three-on-three setting.

Add a goal to the game and change offense and defense roles after every third try at goal.

Add another goal, and two goalies, and change offense and defense roles with control of ball.

Grade/Level: Fifth

Concept/Activity: Striking/Paddle/Racket Activities

Objectives: The learner will be able to:

- G.5.3. Use a racket or paddle with an "all" ball, to hit in a bounce-strike-bounce pattern while working with partners in a two on two cooperative (continuous counting) setting - both against a wall and over a three feet high rope/net.

EQUIPMENT: Short handle racket or paddle and tennis size high density foam or "all" ball per student.
Wall space and low net like obstacles for each group of 2 (or 4 if limited space),
indoor or hard surface outdoor area.

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| <p>5.3 Can the learner work in a two-on-two cooperative setting to alternate hits both against a wall and over a net?</p> <p>Working by yourself, keep the ball going against the wall in a bounce-strike-bounce pattern.</p> <p>Work with a partner alternating hits to keep the ball going in this same pattern against the wall.</p> <p>Work with a partner to keep the ball going in a bounce-strike-bounce pattern over a three feet net.</p> <p>Work with a partner to keep the ball going across the net with two other people.</p> | <p>Allow warm-up time working alone against a wall, then with a partner against a wall, and partner over a low net. Provide a good model of partners working cooperatively while hitting with two other people. Be sure that learners understand the process of alternating hits, both with the partner and the other "team". Identify for the learners the necessary safety considerations and respect for other players. Boundaries may be teacher or student set. Have learners count out loud and attempt to reach a set number of "legal" (within boundaries) alternate hits. When hitting across a net, the partners may practice playing side by side and hitting appropriate returns, or may be forced to hit alternately. Remind learners of their "home" with position and have them practice striking the ball then moving to "home" as partner can strike.</p> | <p>Does the learner work appropriately with the partner and skillfully maneuver to contact the ball on alternating hits for fifteen seconds?</p> |
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Grade/Level: Sixth

Concept/Activity: Striking - Paddle/Racket Skills

Objectives: The learner should be able to:

- G.6.1. Use a racket/paddle and a small ball to hit in a bounce-strike-bounce pattern while working in a two-on-two competitive setting and using basic strategy (up and back, side-by-side) both against a wall and over a three feet high rope/net.
- G.6.2. Work in a two-on-two setting, using a racket/paddle and a birdie or "all" ball to keep the object in play in the air over a five feet rope/net.

EQUIPMENT: Short handled racket or paddle, tennis size high density foam or "all" ball, and a birdie on other lightweight object to hit into the air for each learner.
Net/rope for each set of partners, wall and indoor or hard surface outdoor area.

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6.1 Can the learner maintain competitive play in a two-on-two game using a bounce-strike-bounce pattern?

Use a racket/paddle to keep a small ball going in a bounce-strike-bounce pattern against the wall.

Work with a partner in an up and back setting to hit against the wall.

Work with a partner in a side-by-side setting to hit against the wall.

Points of basic strategy (up and back, side-by-side, returning to home, hit where opponent isn't) must be taught through Explanation, Questioning, Activity and Responding to the learner. Court and ball size should be adjusted to fit the skill level of each group of participants.

Provide partners with equipment and space. Allow them to design a "game" which requires them to hit alternately in a bounce-strike-bounce pattern against a wall (then over a low net/rope). They will need to determine boundaries, rules of serving, lines, and scoring. Choose some of these games to be presented to, and tried by, the whole class. Teacher may design or adapt games like "One Out Wall Ball" to encourage practice. (Rectangular court laid out against a wall) The size of court is adaptable but a range of ten feet wide and twelve feet deep is suitable for five players.

One Out Wall Ball -

Four players line up behind end line, one player waits out of bounds, and first player starts play by dropping the ball and serving. Ball must continue in a ground-wall-ground sequence within the boundaries. Four players must hit in turn and a fault occurs if ball bounces twice, goes out of bounds, or if the player impedes the hit of another player. The player responsible for the fault leaves the game and "out player"

Does the learner demonstrate side-by-side and up and back strategy in two-on-two setting both against a wall and over a net?

Does the learner strike the ball accurately in two out of three trials?

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Play a bounce-strike-bounce competitive game in a two-on-two setting against a wall.

Play a bounce-strike-bounce competitive game in two-on-two setting over a three feet net?

6.2 Can the learner demonstrate skills needed in games involving aerial play?

Practice continuous and controlled striking of a ball/birdie into the air.

Work with a partner to return a tossed ball/birdie by striking it before it touches the ground.

enters game in fourth position. No score is kept, the object is to get to position one and stay there. Drill/games should be played which require partners to work in both side-by-side and up and back positions.

Beginning practice, and/or practice for those who have difficulty hitting an object in the air, may be done with a small and lightweight fuzz/yarn ball which move slower than a birdie. A lightweight bean bag may be helpful for those learners who have difficulty "serving" a birdie/ball.

Learners may start close to a wall striking and keeping the ball going without a bounce. Gradually move back as strength and skill improves. Partners work together against a wall to keep the ball in the air. "Keep it Up" may be adjusted for larger or smaller numbers three to six players in a circle. One player hits the birdie/ball into the air and the second player steps in to hit it up again. Play continues in turn, if a player misses, that player starts play again. Partners working across a net/rope from each other attempt to keep a ball/birdie in the air for a set number of volleys. Four learners hit the ball/birdie back and forth over a rope/net. Challenge learners to pass the ball to each player in turn.

Does the learner strike a ball birdie and keep it in the air in a cooperative two-on-two setting for ten to fifteen seconds?

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Work with a partner
to keep a ball/birdie
going over a five feet
net.

Work with a partner
in a two-on-two
setting to keep a
ball/birdie going
over a five feet net.

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Grade/Level: Third

Concept/Activity: Educational Sport/Object Manipulation - Basketball

Objective: The learner will be able to:

6.3.16. Dribble a ball (basketball or other ball):

- A. Forward at a fast jog and be able to stop with control at signal.
- B. Sideways using a mature slide step pattern.
- C. Backward using a side step pattern.
- D. Changing directions without loss of continuity of action.
- E. Forward in a confined area with others without losing control.

6.3.17. Pass the ball to a moving partner so that the partner does not have to stop to receive the ball (8-10 feet) using passes from a variety of levels including the bounce pass.

* NOTE: Other work within the Educational Games and Sports Component in the striking and throwing and catching areas may duplicate this work. The teacher who begins basketball at this level will need to integrate generic skills with this specific orientation.

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3.16A Can the learner dribble in self space with control?

Dribble the ball in your own space with control. Show me the proper stance without the ball.

Look up from the dribble occasionally. Count the number of fingers the teacher is holding up.

Dribble the ball to different parts of the space around you. In front-to the side.

Form characteristics of the dribble should be developed at this beginning stage. Stress:

- a. open stance.
- b. bend at knees (not over ball).
- c. use of pads of fingers and a pushing rather than slapping action.

The emphasis here is to get the learners to be able to change the angle of the bounce slightly. Change where the ball bounces in your space every two bounces.

As learners gain control of the ball they should be able to momentarily take their eyes off of the ball. See how long you can look up without losing control.

The emphasis here is to get the learners to be able to change the angle of the bounce slightly.

Changes where the ball bounces in your space every two bounces.

Does the learner maintain control of the dribble in their own space for at least ten bounces occasionally looking up and showing good form?

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3.16B Can the learner dribble sideways using a mature slide pattern?

Slide from side to side without the ball. Two slides in each direction.

Slide from side to side while dribbling the ball.
a. slowly.
b. more quickly.

3.16C Can the learner dribble backwards using a side by side step pattern?

Use a side step pattern to move diagonally backward without the ball.

Use the same pattern to dribble diagonally backwards with the ball.

3.16D Can the learner change directions without loss of continuity of actions?

A mature sliding pattern should have already been developed. If not-teach for it directly. Look for ability to coordinate slide pattern with the rhythm of the dribble. Start slowly and stay in one direction for several steps. Then gradually increase speed and decrease the number of steps in one direction before changing.

This will not be truly backwards but a sliding step going backward. This is the most difficult pattern to coordinate and should not be introduced until the dribble is consistent in other directions. Go five steps backwards while dribbling without losing control

Start with having the learners change direction in their own time; then add a signal; and then an environmental cue such as a line on the gym floor. Watch that direction changes (forward, backwards, sideways)aren't confused with pathway changes (zig-zag, straight, curvy). Look for smooth continuity. Push for increased speed as skill develops.

Does the learner dribble the ball going sideways, changing the direction of the dribble after two steps?

Look for control of the ball and a coordinated action with the dribble?

Does the learner maintain control of the ball coordinating a slide step going backward for at least five dribbles?

Does the learner dribble at medium speed showing a change to forward, backwards on sideways within five trials? Look for bounces between dribbles?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Dribble in different directions with your ball around your own area. Sometimes going forward. Sometimes backwards, and sometimes sideways.

Change directions at the signal.

Change pathway when you come to a line on the gym floor.

Change directions when you come to a line on the gym floor

3.16E Can the learner dribble with others while in a small area?

Continue to maintain control as the area is decreased by adjusting your speed.

1.17A Can the learner, while stationary, pass the ball to a stationary partner?

Use a two hand pass to wall. Send it so you can receive it under control.

If you lose control of your ball stop and continue dribbling in self space. Let's see how long you can go without losing control.

Other people dribbling at the same time will force awareness of others and space. Increase speed as skill develops. Encourage students to make an all out effort. Increase size of space if control is lost or if learner is forced to resort to a walk to maintain control. Try not to allow learners to regress to immature form. When I say go, dribble your ball on the move in the space we have defined. If you step outside the space or lose control of your ball for any reason you become a stationary dribbler until we start again.

Teach for placement of two hands to the side and in back of the line of direction. Emphasize the step forward and complete extension of arms. Talk about where the partner should ideally receive the ball (chest level). Encourage receivers to indicate readiness by having hands up and in a ready position. How many passes can you and your partner make in thirty seconds without losing control.

Does the learner maintain control of the ball while dribbling in a smaller space in two of three trials?

Does the learner use correct hand placement on the ball when throwing?

Does the learner step forward and follow through effectively?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

4.12C Can the learner receive a ball, stop without traveling, pivot and pass in a new direction?

Jog when you hear the signal, stop, pivot and take a step in a new direction.

Receive a pass on the move, stop, pivot and pass in a new direction in groups of three.
-slowly.
-increase speed.
-increase distance.

Receive a pass, dribble, stop and pivot with a partner.

Dribble and pass with a partner against one passive defense utilizing the pivot and a variety of passes.

Establish good pivot form first without the ball and then with the ball. Practice until the pattern does not need the full concentration of the player. Keep the focus of the work on the pivot until it is naturally incorporated into moving receiving and combinations. Encourage steps in a wide forward position that are preparation for the pivot. At this point the defensive role should just be to prevent a pass in the direction the receiver is initially facing. Once the receiver pivots and initiates the pass in a new direction the defensive player should permit the pass. Make clear the necessity of the pivot by clearly giving examples of the traveling violation in basketball from a variety of situations.

In groups of three keep the ball moving on the move utilizing a stop after receiving the pass, a pivot and a pass in a different direction. All previous aspects of passing and receiving skills should be retained. If not, regression may be occurring and repeated practice is necessary.

Does the learner utilize the pivot with either foot?

Do learners pivot after receiving a pass or after stopping from a dribble to pass in a new direction in two of three trials?

1. A stop without illegal steps and in a forward stride position?
2. A pivot off the front or rear foot as appropriate?
3. Maintaining good passes (effective and efficient)?

Do the learners in a two-on-one situation use the offensive strategies of dribbling, pivoting and variety of passing for thirty seconds while retaining ball possession in three of five trials?

4.13 Can the learner use a two hand set shot?

Use a two hand set shot form to hit the wall from a distance of three feet.

The set shot is usually used for distance shooting but may be necessary for the young learner to use in a foul shot situation. It is taught here for that reason, and followed with the teaching of the one hand set shot.

Teach the stance and form initially without the ball. Progress to the use of the ball against the wall and then with a basket.

1. Forward stride position.
2. Bending knees.

Does the learner hit two out of five foul shots from a line two feet in front of the foul line?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Receive a pass on the move and get rid of it within two steps to a moving receiver.
-change directions of receiver.
-change distance of receiver.
-change speed of receiver.
-increase number of participation to three.

Keep the ball and both partners moving with good passes in a thirty second period of time.

4.12B Can the learner receive a pass on the move and convert it to a dribble in a fluid motion?

Receive a pass from a partner on the move and dribble several times before returning the pass.

-start slow
increase speed.
-increase distance.

Increase the number of participants to three.

-start slow then
increase speed.
-increase distance.

A primary emphasis here is the smooth transition between receiving the pass and dribbling and passing. If it does not develop naturally through this experience, go back and teach how to do this very directly.

When three people are added teach for cutting into a space to receive a pass and anticipating the direction of the pass...one pass ahead of the play. Model in slow motion as you explain where the player should be in relation to the other player. In an area twenty by twenty keep the ball moving with a partner (group of three) passing and dribbling on the move.

Two aspects of monitoring are critical here.

1. Accuracy and effectiveness of passer.
2. Movement of receivers in space (use of space and cutting into space).

Does the learner convert the pass into a dribble in a fluid motion in three of five trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Watch the center of the opponent's body for changes of direction.

Use fakes and quick changes in direction.

4.11A Can the learner on defense make the offense loose control?

Maintain good defensive position.

Use fakes and quick changes in direction.

Anticipate changes of directions of the offense player.

As described in the previous En Route Learning #1 these two experiences are to be developed simultaneously. Be sure to rotate the learners from offense to defensive as appropriate.

The offense can be given a focus at the same time the defense is given a focus.

Does the learner make the offensive player lose control by:

1. Maintaining good defensive position?
2. The ability to anticipate the offensive players move?

4.12A Can the learner pass immediately to a moving player after receiving a pass on the move?

Stationary passer passes ball to a receiver moving to the right or left (eight feet).
forward or back.
-increase distance.
-increase speed.

The lead pass is often the most critical concept to be mastered for this level. The pass should be ahead of receiver so the receiver does not have to turn back or stop.

Developing a responsibility for the receiver catching the ball should be primary objective. Catchable passes are relative to the ability level of the receiver. Learners should be encouraged to make accurate crisp passes with good form. Stop and refine for this if necessary. Encourage cutting away from, not toward passer to create space. Look for good form and accurate lead passes as well as use of space. Each set of learners should have the use of a space approximately twenty by twenty feet.

Does the learner pass the ball on the move to a partner on the move continuously in a twenty by twenty foot area?

Count how many passes in a row you can make in thirty seconds without:

1. Losing control of the ball?
2. Having to stop to receive it?

Grade/Level: Fourth:

Concept/Activity: Educational Sport/Object Manipulation - Basketball

Objective: The learner will be able to:

- G.4.11. Maintain possession of the ball using a dribble while a defensive player (partner) is trying to make the offensive player lose possession of the ball.
- G.4.12. Receive a pass from a partner while guarded by a passive defensive player and
 - A. pass immediately to a moving player.
 - B. convert the pass into a dribble in a fluid motion.
 - C. receive a ball, stop without traveling, pivot and pass in a new direction.
- G.4.13. Get two out five foul shots into the basket (lowered) from a minimum distance of two feet in front of the foul line.
- G.4.14. Get one out of five shots into a lowered basket using a one hand set shot from a distance of ten feet.
(Note: where sufficient equipment is not available this objective will not be taught).

* NOTE: Third Grade Basketball Objectives and ball handing skill in striking and throwing should be established before this material is taught.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

4.11 Can the learner keep the ball away from a defensive player using the dribble?

Keep the body between the ball and the defensive player.

Maintain good dribbling form.

Transfer ball to nondominant hand (if skilled enough).

Keep ball low and close to body.

En route learnings #1 and #2 will be developed simultaneously. The defensive player should "try" to make the opponent lose control but NOT try to get the ball.

Each of the cues for offense and defense should be practiced separately as a focus before being combined. If the learners can maintain control of the ball, ask the defensive player to gradually become more aggressive. Limit space to increase difficulty of the learning experience for the offense. Increase the space to decrease difficulty.

As learners on offense and defense demonstrate control of these learning experiences design an activity that will have them apply the learning. Challenge the offensive player to maintain control for thirty seconds against a passive defensive player.

Does the learner maintain control for a minimum of twenty seconds against a passive defense player? Look for:

1. Maintaining dribbling form and control.
2. Body between ball and defensive player.
3. Quick changes in direction.

En Route Learnings
Learning Experiences

Teach To The Objective

Monitor Learner Progress

If the learners are not using a particular pass it may have to be specified.

Pass the ball to a receiver moving toward the passer.

Pass the ball to a receiver moving away from the passer.

Pass the ball to a partner moving in a variety of directions.
(Passer becomes receiver as soon as pass is made).

Encourage an all out effort as soon as students get the idea of the "cut" and timing of the pass.

Does the learner adjust the force of the pass when the receiver is moving toward the passer?

Does the learner lead the receiver when moving away from passer?

Does the learners make accurate forceful passes ahead of the receiver showing form in the pass and a minimum distance of eight to ten feet?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Use a two hand pass to wall. Send it so you can receive it under control.

Talk about where the partner should ideally receive the ball (chest level). Encourage receivers to indicate readiness by having hands up and in a ready position (fingers up not down). How many passes can you and your partner make in thirty seconds without losing control.

Does the learner step forward and follow through effectively in three out of four trials?

Use a two hand pass to a stationary partner.

Start close to the wall or the partner and move back to a distance which encourages maximum force production requiring a step into the throw and total body action. With partner work vary the level of the target-chest high or a pass above the head. With partners keep learners close enough so they can catch the ball consistently. How many passes against the wall with a partner can you make without losing control in thirty minutes. Partner should catch the ball on the flight up from the bounce not after the ball has reached its peak height and has started down. Encourage a good pushing action forward with a step.

Overhead pass to a wall - overhead pass to stationary partner.

Bounce the ball to a partner.

Vary the passes to a partner. Sometimes overhead, sometimes chest, sometimes a bounce pass.

How many bounce passes can you make with your partner in thirty seconds without losing control of the ball. Encourage continuous action without having to pause between passes. Look for passes that make sense according to where the ball is received. If it is received high learners should use a high pass.

Does the learner vary the pass selection within thirty seconds of continuous passing?

Does the learner use at least two different passes?

3.17B Can the learner pass the ball to a moving receiver while stationary?

Pass the ball to a receiver moving to the right or left. (This can be done specifying the type of pass or keeping it open).

Start with a few steps to the right or left. Increase distance and speed of receiver. Teach for passing ahead so the partner receiver does not have to stop. Start slow. Increase distance and speed as skill develops. Encourage catchable passes. Do not let the students just "shuffle" to the side. Encourage a definite cut to to a space and a timed pass. As distance increases it may be necessary to introduce the one hand baseball throw. If learners are consistent at short distances, this may come naturally. Encourage movement of the receiver in different directions and quick passes. Step in the direction of the throw.

Does the learner lead the receiver effectively so no loss of forward momentum is observed in two of three trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Use a two hand set shot form to place ball in the basket from a distance of five feet.

3. Cocking wrists.
4. Use of total body in force production.
5. Follow through in line of direction.
6. Point of aim the rim.

Use two hand set shot form to shoot a foul shot two feet in front of the foul line.

Foul shooting is a closed skill. Emphasize replication of action the same way each time. Move students who are ready back to the foul line. Contest's between individuals or groups can be designed to test ability. Individual progress records can also be kept and posted if similar ability levels are present.

4.14 Can the learner use a one hand set shot effectively?

Practice for stance execution and follow through of one-hand set shot without the ball.

Practice with the ball against a wall or to a partner (four feet).

Practice one hand shot five feet from in front of basket.
-increase distance.
-change direction of shot.

Establish form first in easy conditions and then increase distance and direction. (Against a wall etc.)

Emphasize

1. Forward stride position.
2. Flexed knees.
3. Drop and cock wrist.
4. Rolling ball off finger pads.
5. Follow through in line of direction.
6. Point of aim is the rim of the basket.

Give learners a lot of practice time but make it good practice. Have every shot count. Start in front of basket and then move toward the side.

Around the World and other shooting games are appropriate when students have mastered form and are working for accuracy and consistency.

Does the learner get one out of five set shots into the basket from a minimum of ten feet?

Four of five should be close, Look for good form and concentration.

Grade/Level: Fifth

Concept/Activity: Educational Sport/Object Manipulation - Basketball

Objectives: The learner will be able to:

- G.5.4A. Demonstrate the ability to maintain possession of the dribble against an active defensive player.
 - B. Demonstrate the ability to force an offensive player to lose control of the dribble.
 - C. Demonstrate how to use offensive abilities to create an advantage.
- G.5.5. Demonstrate the following offensive skills in a two-on-two offense situation with directional goals but no baskets (with and without dribbling). The offensive abilities to be demonstrated are:
 - A. Lead passes to a teammate on the move.
 - B. Movement into an open space (cutting).
 - C. Quick accurate passes.
 - D. No traveling.
- G.5.6. Demonstrate the following offensive and defensive abilities in a two-on-two offense situation with directional goals but no baskets. The defensive abilities to be demonstrated are:
 - A. Remain between offensive player and intended line of direction of pass.
 - B. Maintain an awareness of where all offensive and defensive players are in the playing area.
 - C. Stay with an offensive player in a man-to-man situation demonstrating good defensive body position.
- G.5.7. Dribble and shoot a lay up and a set shot from a distance appropriate for their force abilities and from a variety of angles (set shot only) without a defense.

* NOTE: Basic skills in third and fourth grade should be reviewed before this material is introduced.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

5.4A Can the learner maintain possession and control of the dribble against an active defensive player?

Keep the body between the ball and the defense.

The two En Route Learnings for this objective should be developed simultaneously. Consideration may be given to focusing on one experience more than the other during the early portion of the learning. Be sure to spend learning time with focusing on both offense and defense together. Learners are ready for an aggressive defense when they no longer have to use all their energy to concentrate on controlling the dribble.

Tag games can be played with the entire group. One person is it and all others must dribble within a defined area. If the tagger touches the ball or if you lose control of the ball you must hold your ball (or place the ball between your feet) and become a frozen tagger.

Does the learner maintain possession of the dribble against equal defense for a period of thirty seconds without losing control?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

- Anticipate movement of the defense by cueing in on the center of the opponents body (watch the belly button).
- 5.4B Can the learner defend against an offensive player dribbling the ball (one-on-one) in a defined area?**
- Same as proceeding En Route Learning. Focus directly on defense and teach defensive stance and maintaining defensive stance while staying with an opponent. It may be necessary to begin without the ball. One-on-One games can be played awarding defense a point every time they force the opponent to lose control of the dribble. Offense may also try and get past the defense toward a goal line.
- Does the learner maintain a defensive stance against an aggressive dribble for fifteen seconds?
- Maintain a good offensive stance.
- Stay with the offensive player without the ball.
- Stay with offensive player with the ball.
- 5.4C Can the learner use their offensive abilities to create an advantage?**
- These learning experiences should be developed simultaneously. At certain times focus may be offense more than defense and visa versa. Ultimately the learning experience must have equal focus on both.
- Does the learner force the offensive player to lose control of the ball or create an error that leads to possession by the learner or his/her teammates?
- 5.5 Can the learner play two-on-two basketball with a direction goal (line) without dribbling and demonstrate: -accurate lead passes to teammate?**
- The emphasis in this two-on-two activity is the ability of offense to move the ball against defense using the pass. All of the ideas should have been developed in previous two-on-one situations. Two-on-two puts a premium on all of these skills. If necessary go back and reteach any of the skills not fully developed in a two-on-one. Points can be scored for a pass across a goal line. Rules will have to be added specifying number of passes before you can score or not scoring unless the pass is made within a restraining line.
- Does the learner show three of the four offensive skills listed below in a five to ten minute game situation of two-on-two.
1. accuracy of lead passes.
 2. quick passes.
 3. cutting into an open space to create space to receive a pass.
 4. no traveling.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

-cutting into an open space to receive a pass?

-no traveling?

-quick passes?

5.5A Can the learner play Two-on-Two basketball with a directional goal including dribbling?

When the dribble is added the focus should be on when to dribble. The pass is still the first priority and the dribble should be used only when a good pass cannot be made. If a passing or scoring opportunity presents itself the dribble should not be used. Consider the same activity presented above or design or modify a new activity.

Does the learner choose to dribble at an appropriate time in five to ten minute game situations of Two-on-Two or is the dribble overused?

5.6 Can the learner use a player-to-player defense in a two-on-two setting with a directional goal and demonstrate the ability to:
-stay between intended goal and defensive player?
-Maintain defensive position?
-Maintain an awareness of all players to anticipate pass.

Defense should be taught specifically and directly. Slow the game down to illustrate movement of each player and decisions each player has to make. Ask offense to commit themselves and then give the defense a chance to decide where they should be. Let every student (practice a walk thru. The activities presented in the En Route Learning experiences for offense can be used to focus on defense. Generally, by the time the learners are ready for an activity experience there should be equal focus on offense and defense.

Does the learner demonstrate two of three defensive abilities listed below in a five to ten minute two-on-two game situation?
-stay between intended goal and defensive player.
-maintain defensive position.
-maintain awareness and anticipate pass.

Does the defense stay with an offensive player of equal ability?

Does the defense obtain possession of the ball by forcing a bad pass before the offense scores?

5.7A Can the learner shoot a set shot with no defensive player?

The distance from which learners can shoot from will be dependent on physical factors, therefore teach for direction and form. Increased physical ability will increase distance. Review form if necessary.

Does the learner demonstrate good form in shooting set shots?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Perform a set shot from a variety of directions around the basket without a defensive player. (left, right and in front of basket).

Dribble and shoot a set shot.

5.7B Can the learner perform a lay up shot from the dominant side from a dribble?

Show dominant side arm extension and knee flexion without ball.

One step and place (lay) the ball up at the basket.

Two steps and place the ball up.

Dribble and do a layup.

Shooting contests can be held either as team oriented or self-testing in nature.

Emphasis from a dribble should be on "getting set" and making a smooth transition from dribble to shoot. Start slow and then increase speed. Consider using the same activity as above or design a new one.

The lay up shot is a difficult shot to coordinate. Do not allow learners to progress until they can do one step with consistency. Emphasis should be placed on the idea that you are not throwing the ball up but laying it up. If baskets are not lowered - shorter learners will have difficulty achieving proper form. Do not move to non-dominant side until consistency is achieved on dominant side. Shooting contest can be held as soon as consistency is achieved but self-testing is usually motivation enough for beginners.

Does the learner make two out of five set shots from a variety of directions?

Does the learner make three out of five lay ups from the dominant side with no defense?

Does the learner perform a coordinated dribble and shoot pattern in two of three trials?

Grade/Level: Sixth

Concept/Activity: Educational Sport/Object Manipulation - Basketball

Objectives: The learner will be able to:

G.6.1. Maintain possession of the dribble against an active defense demonstrating the ability to change hands in the dribble and to use fakes and quick changes in direction.

G.6.2. Force the dribbling opponent to lose control of the ball by using fakes and quick changes in direction.

* NOTE: Previous Basketball work (grades 3 - 5) will need to be reviewed and practiced often.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

6.1 Can the learner use a dribble against an active defensive player?

Dribble in self space using non-dominant hands.

Dribble in self space with alternate hands.

Travel and dribble changing hands from dominant to non-dominant side and back.

Dribble and travel approaching and moving around cones so that when you come to a cone you transfer the ball to the hand away from the cone (zig zag around cones).

Sufficient practice time dribbling with non-dominant hand should be permitted before alternating hands or using the change in a complex perceptual environment. Learners who do not have control of the dominant side should not be encouraged to move to the non-dominant hand.

Self-testing experiences for time and/or distance can be designed.

Does the learner dribble for thirty seconds with the non-dominant hand (quick pace) without losing control?

Does the learner alternate hands every two dribbles and maintain control?

Does the learner transfer dribble from one hand to another appropriately against a defensive player without losing control in two of three trials?

n Route Learnings

Teach To The Objective

Monitor Learner Progress

Dribble with others in general space, when you come to another player switch to dribbling with hand away from that player.

Dribble against a passive defensive player.

Use change of hands against an active defensive player.

Once learners get to using a change of hands against an active defensive player the focus should be on anticipating the movement of the defense and changing hands appropriately.

Does the learner use a change in dribble from one hand to another against a defensive player without losing control?

6.2 Can the learner use a fake or feint to force an opponent to commit to a new direction?

Both players should be in a defensive position facing each other, neither should have the ball. Practice fakes or quick changes in direction to lose opponent.

While dribbling the ball, cause a partner to commit to a direction so that the learner can go the other way; this should be done in self space, then in general space.

The fake or feint is practiced here as a specific skill and should be taught directly from a good ready position. The number of successful feints or fakes in a thirty second period may be counted for self-testing purposes.

Does the learner utilize a fake or feint to cause the dribbler to commit to a direction that allows the defense to obtain control of the ball?

Does the learner, while on defense, use defensive skills of fakes and quick direction changes so that the dribbler does not maintain control of the ball?

Grade/Level: Fourth

Concept/Activity: Educational Sport/Object Manipulation- Volleyball

Objectives: The learner will be able to:

- G.4.18. Continuously self-hit a lightweight ball five times into the air one-two feet above the head.
- G.4.19. Use an underhand serve to hit a ball to a wall above a six feet line from a distance of eight feet.
- G.4.20. Use a two-hand overhead pass to return an accurately tossed ball to the tosser.
- G.4.21. Work with a partner to keep a large ball going over a six-seven foot net.
- G.4.22. Demonstrate a beginning level understanding of offensive and defensive strategy on a small court with low net in a bounce-strike-bounce game.

EQUIPMENT: Variety of lightweight balls, vinyl, beach balls, foam of volleyball size; markings for targets, rope/net sufficient for all students in small groups, wall or other surface, indoor or outdoor area.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

4.18 Can the learner strike a ball into the air with control?

Hit the ball into the air so it can be caught without having to move.

Hit the ball into the air three times before catching it.

Hit the ball continuously while staying in a small area.

Provide the learners with a variety of balls (beach vinyl, foam) of different sizes. Encourage the learners to choose the ball that seems best for them. The emphasis is on body and ball control and not on any specific volleyball skill. Model for the learners the importance of watching the ball, how to direct the ball straight into the air, and how to maneuver the body so that it stays under the ball.

Does the learner hit the ball into the air five consecutive times within five trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Practice different combinations such as:
toss the ball into the air, strike it up (set) allow one bounce, set again, then catch; toss, kneel and set, stand and set, then catch.

4.19 Can the learner correctly execute an underhand serve?

Student choose a ball as discussed. Provide a model of an underhand serve, being sure to identify for the learner the keys parts fo the process:

Does the learner serve the ball above the (6 - 7ft.) line on wall in five of seven trials?

- 1) Stand facing net, knee bent.
- 2) Rest ball in hand, extend arm across body.
- 3) Arm swings like pendulum of clock.
- 4) Fist or heel of hand strikes ball.
- 5) Weight shifts from back to front as contact is made.
- 6) Follow through.

Practice the serve from a line about five feet from the wall and when three good serves over the line on the wall have been made, then step back one step gradually move back to an eight feet line, catch the rebound each time it comes from the wall.

Original practice against the wall is simply above a line six-seven feet high. Later use targets, which are either teacher or student designed for greater concentration on accuracy. When working with partners, have students return the ball after a bounce with a two-hand pass.

Design a target to place on the wall to provide for a point-of-aim to practice the serve.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Work with a partner
on opposite sides of
the rope/net and serve
to each other.

Make targets to help
with accuracy of serves.

4.20 Can the learner use a two-hand overhead pass?

Student choice of ball as above. Provide model and
identify for the learner the key parts of the two-hand
overhead pass.

Work with a partner
to hit an accurately
tossed ball by
using a two-hand
overhead pass.

- 1) Fingers spread with thumbs and index fingers forming
"window to the sky".
- 2) Lift arms above forehead.
- 3) Keep eyes on ball and move feet to get under ball.
- 4) Contact ball with fingertips - no palms.
- 5) Keep elbows out and bent when receiving bend knees.
- 6) Arms and wrists should "give" upon contact then push
the ball upward.

Design a target for
a partner to hit
when practicing the
two-hand overhead
pass.

"Volley - Golf" - Set up a circuit with a variety of
targets (trash can, hanging hoop, hoop on floor, tape
mark to side, etc.) Let partners move through circuit with
one tossing and the other using a two-hand pass to hit the
target. Learners keep score on a "volley-golf card" of
the number of trials to hit each target.

Play "Volley-Golf" to
practice the two-hand
overhead pass.

Does the learner use a two-hand
overhead pass to return an
accurately tossed ball to the
tossers in three out of five trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

- 4.21 Can the learner accurately maneuver the body and return a ball to a partner?

Hit the ball into the air accurately. Try not to move to keep it up.

Have a partner toss the ball so that you don't have to move to return it.

Have a partner toss the ball so that you must move to get under it before hitting it into the air.

Work with a partner to strike a ball into the air back and forth between you.

Work with a partner to keep the ball going over a net six-seven feet high.

A beach ball would be appropriate for this skill. A rope can be tied the length of the gymnasium or field and many sets of partners can work simultaneously. Be alert for those learners who need help in sharing the responsibility of this skill with a partner. If some learners have difficulty with a high rope, slope one end down and allow them to choose where they want to work. Boundaries may be teacher or student established. Challenge partners to reach a set number of volleys. Start with a toss but if they can control the ball allow them to do a soft serve.

Does the learner work with a partner to keep a large ball going over a six-seven feet net for five consecutive hits in three out of five trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

4.22 Can the learner demonstrate appropriate offensive and defensive strategy?

Work against the wall to keep the ball going in a bounce-strike-bounce pattern.

Use a bounce-strike-bounce pattern to keep the ball going with a partner.

Work with a partner to practice "returning to home" as you are defending an area.

Practice hitting a ball "where the opponent is not" as you are playing the offensive role.

Set boundaries to use as you keep the ball going in a bounce-strike-bounce pattern.

Demonstrate beginning level offensive and defensive strategy in playing "Bound Ball".

Student choice of ball as previously discussed. Provide a model of basic defensive (return home), and offensive (hit to where player isn't) strategy. Markings on the court may help learners establish their location. See activities in striking with body parts, (grade three). "Bound Ball" - Divide class into groups of six and provide court space for as many games as necessary. Volleyball size court may be used but court may be smaller if necessary due to skill level or number of groups. Net/rope height is three - four feet. Position players in two lines like volleyball and back right player serves. Allow server to move in as much as necessary to get ball over net. Ball must bounce once before being played and may be hit any number of times on a side but only after a bounce. Volleyball rules concerning balls on lines being good, scoring, and rotation may be introduced. As skill improves the hits on a side may be limited to three. Different courts may have different rules according to skill level observed at specific courts.

NOTE: In order to minimize any "negative transfer" of this practice setting into the volleyball unit, be sure to identify it as a practice setting for developing strategy. Although students at this level can begin to control body and bouncing ball sufficiently to practice basic strategy, few of them are skilled enough in volleying to allow concentrated practice of strategy.

Does the learner in a one-on-one setting of bounce-strike-bounce game use the defensive strategy of returning home and the offensive strategy of hitting where the player isn't at least twice in a three minute game setting?

Grade/Level: Fifth

Concept/Activity: Educational Sport/Object Manipulation- Volleyball

Objectives: The learner will be able to:

- G.5.12. Use a two-hand overhead pass to continuously self-hit a ball into the air three times.
- G.5.13. Use a two-hand overhead pass and work with a partner to send and receive a ball.
- G.5.14. Use a forearm pass (bump) to return an accurately tossed ball to a tosser.
- G.5.15. Use a rules of rotation and line violations in a three-on-three game setting involving a cooperative effort to keep a ball in play following an underhand serve and using a bounce-strike-bounce pattern.
- G.5.16. Use an underhand serve to hit a ball to a wall above a seven feet line from a distance of ten feet.

EQUIPMENT: Variety of lightweight balls, vinyl, beach balls, foam balls of volleyball size, markings for targets, rope/net sufficient for all students in small groups, wall or other surface, indoor or outdoor area.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

5.12 Can the learner continuously self-hit a ball with a two-hand pass?

Work to keep one foot in place on a floor spot while hitting the ball into the air.

Use equipment to design a target. Then hit the ball to target after two self-hits into the air.

Use a two-hand overhead pass to continuously self-hit a ball into the air three times.

Provide the learners with a variety of ball (beach, vinyl foam) of different sizes. Encourage the learners to choose the ball that seems best for them. Model the use of the two-hand overhead pass. Identify the processes necessary for control. (See Volleyball grade 4 for teaching cues).

Challenge the learners to try to keep one foot in place as they self-hit the ball. Have learners hit the ball slightly in front and move to hit it again.

Does the learner use a two-hand overhead pass to self-hit a ball three consecutive times within three trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

5.13 Can the learner control a two-hand pass?

Return a tossed ball accurately to a partner by using a two-hand overhead pass.

Move to receive a tossed ball and accurately return it to a partner with a two-hand overhead pass.

Work with a partner to keep a ball going while using two-hand overhead pass.

Work with a partner to keep a ball going over a rope/net.

Work with a partner to travel the length of a rope. Keep the ball going back and forth by using two-hand overhead passes.

Use two-hand overhead passes to play "Volley It Up".

Provide a variety of ball as above. Model the use of the two-hand overhead pass to keep the ball going. Point out the need for quick movements, eyes on the ball, and height of the passes.

Have partners work to keep a ball in the air over a rope as they travel the length of it. Direct them to gradually back apart from each other until they are about five - six feet apart and continuing to keep the ball in play.

See if partners can make a set number of passes before they try to pass to a target. "Volley It Up" - (Groups of five -six feet apart arranged in circle formation with or without a player in the middle. Each circle tries to keep its ball up in the air by using the overhead pass. The ball may be hit by any player in the circle or rules may be established to be sure that everyone is included).

Does the learner use a two-hand overhead pass to strike a ball back and forth with a partner for a total of four consecutive contacts?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

5.14 Can the learner execute a forearm pass (bump)?

Maneuver your body to get into position to receive a toss and hit with forearms (bump).

Use the forearm pass to accurately send a ball to a target.

Use a forearm pass to return an accurately tossed ball to the tosser.

Use a painted drawn target between partners and use forearm passes to bounce the ball in the target each time.

Design a game using the hoop and forearm passes.

Student choice of balls as discussed above. Model the forearm pass and identify the key elements. Learners may need to practice mimetically to become accustomed to the proper position of arms and body.

- 1) Shoulder brought in.
- 2) Elbows straight.
- 3) Hands clasped together.
- 4) Back straight.
- 5) Knees bent.

Does the learner use a forearm pass to return an accurately tossed ball to the tosser in five of seven trials?

5.15A Can the learner use an underhand serve to set a ball in play?

Student choice of ball as discussed previously. (See Volleyball grade 4 for review of underhand serve). Teach the learners cooperative three-on-three games through explanation (definition, example, process). Define the rules concerning boundary lines and line violations. Use guided practice in one-on-one settings to check for thorough understanding of these concepts.

Does the learner demonstrate rules of rotation, and line violations in a three-on-three cooperative game?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Serve the ball to the wall from a line, then back up and do it again.

Serving to a partner over a low net.

Then teach concept of rotation. Present rules of lines and rotation necessary for their game of three-on three. [Three "Volley". The court sizes may vary with each group of six according to their skill and the space available. Each group uses the same rules.

Start each play with a service. The ball must bounce once before being contacted and only three hits are allowed on a side - adjust this if skill is evident and fewer hits are possible. (In this game mandatory three hits may slow play to an inappropriate point. As you allow/encourage quicker response and greater strategy through fewer contacts per side, be sure to emphasize the differences with volleyball.) Set a goal of a set number of successful passes across the net for the cooperative group of six.]

5.15B Can the learner demonstrate understanding of boundaries and line violations?

Set boundary lines and determine line violation penalties for a one-on-one game.

Play a one-on-one game demonstrating an understanding of boundaries and line violations.

NOTE: To minimize negative transfer from this "Bouncing" game to volleyball, be sure to emphasize the purpose of the game as a practice setting for rules, strategy and movement. Use discussion to help learners identify differences in this setting and volleyball.

5.15C Can the learner demonstrate understanding of the rules of rotation?

Practice rotation in a group of three.

- 5.15D Can the learner work in three-on-three setting to keep a ball in play while using rules of rotation and line violations?

Working in a three-on-three setting play "Three Volley".

- 5.16 Can the learner use an underhand serve to direct the ball?

Practice serving the ball from a line to the wall above a five feet line.

Serve the ball over the net into the court area.

Use targets placed on floor to encourage accuracy in serving.

Student choice of ball. Learners may work over a net as well as to the wall.

Start learners at eight (8) feet from the wall/net. When they serve successfully three times in a row take one step back until they are serving from ten feet.

As learners gain power in serving over the net begin to focus more on control by providing material for targets and allow partners to work to serve accurately after a bounce in the target to return the ball with a forearm pass.

Does the learner serve from ten feet above a seven feet line on the wall in five out of seven trials?

Grade/Level: Sixth

Concept/Activity: Educational Sport/Object Manipulation - Volleyball

Objectives: The learner will be able to:

- 6.1. Use a two-hand overhead pass to keep a ball going for three hits with a partner..
- 6.2. Work competitively in a three-on-three setting using rules of rotation, side out and point and line violations in a bounce-strike-bounce pattern.
- 6.3. Work cooperatively in a three-on-three setting to keep a ball in play while using two hand overhead passes over six-seven foot net.
- 6.4. Use a forearm pass to keep a ball in play against wall for ten consecutive hits in a bounce-strike-bounce pattern.
- 6.5. Use an underhand serve to hit a ball to a wall above a seven foot line from a distance of twenty feet.
- 6.6. Use an overhead serve to hit a ball to a wall above a seven foot line from a distance of ten feet.

EQUIPMENT: Variety of lightweight, volleyball sized balls, marker for wall and/or floor targets, net or rope, wall or other rebound surface, indoor or outdoor area.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

6.1 Can the learner use a two-hand overhead pass to keep a ball going with a partner?

Practice using the two-hand overhead pass to self-hit the ball into the air.

Have a partner toss the ball so that the receiver returns it with a two-hand overhead pass.

Have a partner toss the ball so that the receiver must move to return it with a two-hand overhead pass.

Provide the learners with a variety of balls (beach, vinyl, foam) of different sizes. Encourage them to choose the ball that seems best for them. Model the skills being used.
Let partners practice passing from seated and kneeling positions to encourage control and accuracy. When working with the wall as a third "partner", let partners establish boundaries (one large area or two small areas) to add challenge to the practice.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

6.2 Can the learner play competitively while applying rules in a bounce-strike-bounce game?

Discuss rotation and rules of boundaries and line violations in a group of three.

Team rotation review.

How a team scores a point.

What does "side out" mean?

Practice the defensive concept of "returning to home" with a team.

Working one-on-two with a team of three, practice the offensive concept of hitting (or throwing) the ball "where the opponent is not".

Use all game concepts and skills learned in a three-on-three competitive setting.

Similar considerations as above. Student choice of ball. Teach or review from Volleyball Grade Five the previous objectives. Provide explanation, questioning, activity, and responding, for the rules of side out and point. Check understanding of line violations and rotation. To minimize negative transfer from bounce-strike games to the game of volleyball, identify this as a practice setting for rules and strategy. If groups of students have sufficient skill to keep the ball in the air and concentrate on rules and strategy, then the learners can change to an aerial game setting.

Does the learner demonstrate the correct use of rotation, scoring, and line violations while working in a competitive three-on-three setting in four out of five games settings?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

- 6.3 Can the learner demonstrate cooperative skill using overhead pass and a net?

Practice using two-hand overhead passes with a partner.

Work with your partner to use the skill over a net.

Practice keeping the ball going in a group of three.

Play "Four Square Volleyball".

Use the two-hand overhead and the forearm pass in a cooperative setting of three-on-three to keep a ball going over a six-seven feet net?

Adapt court boundaries, net height and rules to practice competitive or cooperative situations. Other games such as "Four Square Volleyball" can be used to practice the skills and rules of volleyball. Four Square Volleyball - Two nets used to divide the playing area into four equal courts. The courts are numbered one through four, with a fifth team waiting out of bounds. Teams consist of three players and the object of the game is to force one of the teams to make an error. Whenever a team makes an error, it moves off, the fifth team enters court four, and the remaining teams shift up a court. A team errors by not returning the ball to another court within three volleys or by causing the ball to go out of bounds. The ball is always put into play with a serve from court one. The serve may be made from any point behind the end line of that court and players rotate for each serve. The serve must be made across to court three or four, but following the serve, the ball may be volleyed into any court. No score is kept as the purpose is to reach court one and maintain that position.

Does the learner work cooperatively in a three-on-three setting to keep a ball in play with the use of two-hand overhead and forearm passes?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Use the wall as a third partner and hit it to and from the wall in sequence using overhead passes. Partners move alternately to receive pass from the wall.

Play "Volleyball Keep Away" or "Moon Ball".

Use a two-hand overhead pass to keep a ball going for three hits with a partner.

6.4 Can the learner demonstrate skillful use of the forearm pass (bump)?

Identify a target on the wall and use the bump to hit the ball to the target.

Work with a partner to maneuver your body so as to receive and return a tossed ball in play with a bump.

Use a forearm pass to return the ball continuously to a wall.

If there is insufficient wall space a third player could be used to catch and toss the ball back alternately to the partners.

"Volleyball Keep Away" - Teams of three-five. Two teams arranged in a scattered formation within a designated area. One team starts volleying the ball from one team member to another and counting volleys. The team without the ball tries to intercept the ball [it can be intercepted only when it is on the downward arc], and if successful begins volleying and counting. Winner is the team with the highest number of consecutive volleys within a set time limit.

"Moon Ball". Teams of four or five players attempt to keep the ball in the air using only legal volleyball hits. player may hit the ball only once until it has been hit by another member of the group. The team with the highest consecutive hits is the winner. Any error requires the team to begin again with consecutive counts.

Similar considerations as above. Let learners establish their own targets for greater challenge. They may challenge other members of the class to contests. If targets on the floor are used, establish a rope or net to encourage height.

As an alternate, or in additions to the wall drill, work in groups of three with a "toss, bump, catch" series. This may be changed, as learners are ready, to "toss, bump, bump catch" sequence until they are able to eliminate the catch or toss and are only challenged by consecutive bumps.

Does the learner use a two-hand overhead pass to keep a ball going for three consecutive hits with a partner within three trials?

Does the learner use a forehand pass to keep a ball going against a wall for five consecutive hits within five trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Keep a ball in play against a wall for ten consecutive bumps.

- 6.5 Can the learner use an underhand serve to hit the ball above a wall line?

Serve the ball over a seven foot line/net.

Serve to a partner who will roll (or use a bump) to return the ball to you.

Serve by playing "Shower Service Ball."

Stand behind a line (fifteen feet) from wall and serve the ball above a line seven feet high.

- 6.6 Can the learner demonstrate beginning development of the overhead serve?

Review the serve by providing modeling and appropriate activity. As skill becomes more secure, practice settings such as "Shower Service Ball" may be used. Divide the class into teams of six to eight. Two teams on each court with four to six balls per court. A line parallel to the net is drawn through the middle of each court to define the serving area.

Players are scattered on their side of the court and the balls are divided evenly. Balls may be served at any time in any order, just so the server is in the back half of the court. Any ball that is served across the net is to be caught by any player near the ball. The person catching or retrieving a ball moves quickly to the serving (backcourt) area and serves. A point is scored for a team whenever a served ball hits the floor or is dropped by a receiver. One scorer for each side is needed. As skill improves, all serves should be made from behind the baseline. A specific kind of serve may be required for practice.

If wall space is at a premium, then players may work across a net. Targets on floor or wall may be used for added challenge as skill improves.

Student choice of ball. Provide a good model and clarification of the process of the overhead serve. Allow learners to work mimetically to practice the action of both hands. Start the serving practice close to the wall and gradually allow learners to back up as they succeed.

Does the learner use an underhand serve to hit above a seven line/net in eight of ten trials from a baseline fifteen feet away from the wall?

Does the learner hit the wall above seven feet using an overhead serve from a distance of ten feet in three out of five trials?

En Route Learnings

Teach To The Objective

Monitor Learner Progress

Toss the ball into the air with one hand and catch it with the other.

Use the overhead serve to serve to a partner who will roll (or use a bump) to return the ball to you.

Serve by playing "Shower Service Ball." See previous Objective for description.

Serve to a wall from a distance of ten feet.

Use the overhead serve to hit a ball to the wall above a line (seven feet) from a distance of ten feet.

